

MV Program Thinking

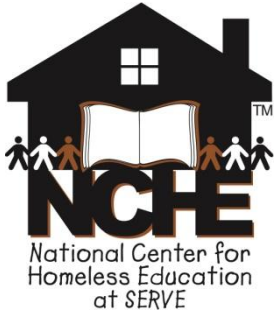
Moving from Compliance to Quality

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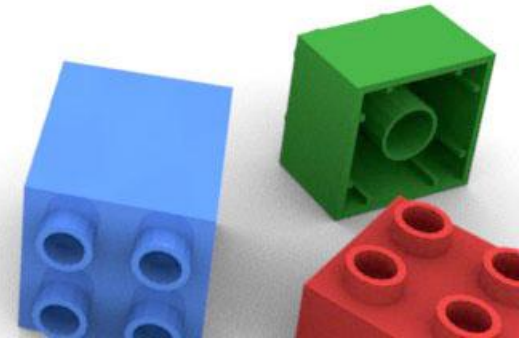
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LEA Requirements in MV

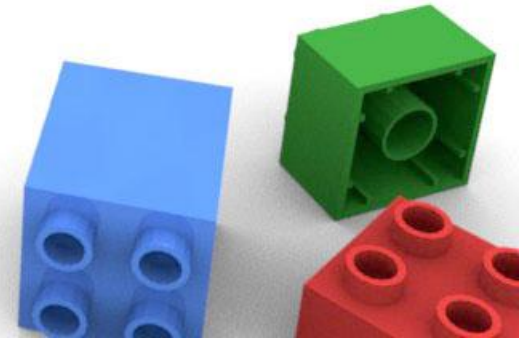
Ensure access to school and appropriate services

- Review and revise policies
- Disseminate public notice of educational rights
- Ensure identification
- Immediately enroll
- Ensure homeless children and youth are not stigmatized or segregated



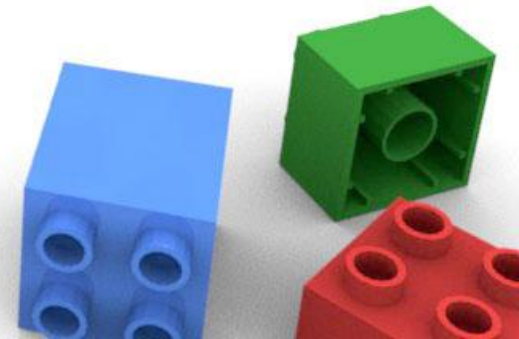
Ensure access to school and appropriate services (cont.)

- Link homeless students to needed services (transportation, Head Start, ELL, special education).
- Ensure coordination between MV and Title I, Part A.
- Maintain and transfer records in a timely fashion.
- Assist with obtaining immunization records or immunizations.
- Promote awareness among staff of the needs of students experiencing homelessness.



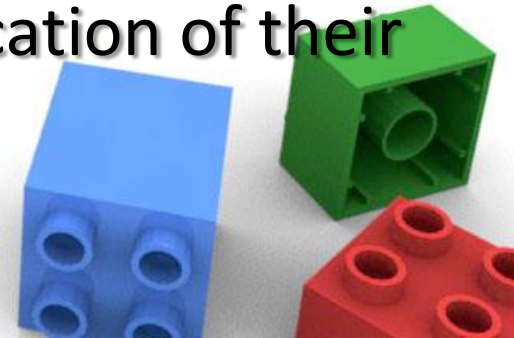
Reduce school transfers and enhance educational stability and continuity

- Keep children in their school of origin to the extent feasible (in their best interest); provide transportation.
- Ensure the right to attend the school of origin extends for the entire duration of homelessness or remainder of school year when housing attained.



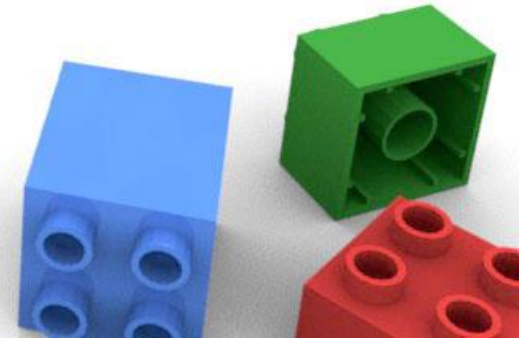
Strengthen parental choice and involvement

- Ensure homeless parents are fully informed of the enrollment options and educational opportunities available to their children.
- Provide written explanation to parents should disputes arise over school selection or school enrollment and refer parents to liaisons to mediate such disputes.
- Provide homeless parents with meaningful opportunities to participate in the education of their children.



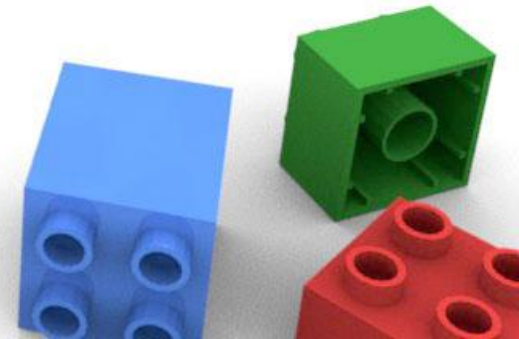
Ensure educational rights of unaccompanied youths

- Immediately enroll.
- Maintain to extent feasible (best interest) in school of origin.
- Immediately enroll in school in which they seek enrollment pending dispute resolution.
- Link with needed services.



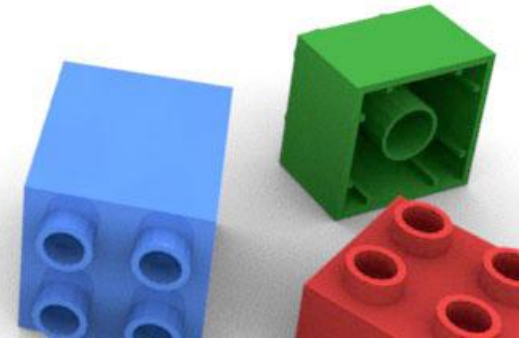
Ensure access to public preschool programs for young homeless children

- Inform preschools operated by the LEA or SEA of MV.
- Develop policies and strategies to facilitate enrollment of homeless children in preschool programs.



Establish collaborations and partnerships

- Collaborate and coordinate with state coordinators, community service providers, and school personnel responsible for the provision of education and related services to homeless children and youth.

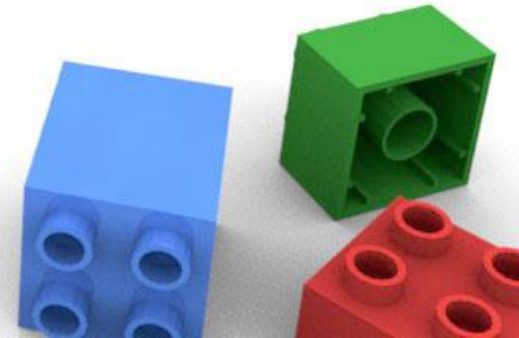


Collect and submit data on homeless children and youth

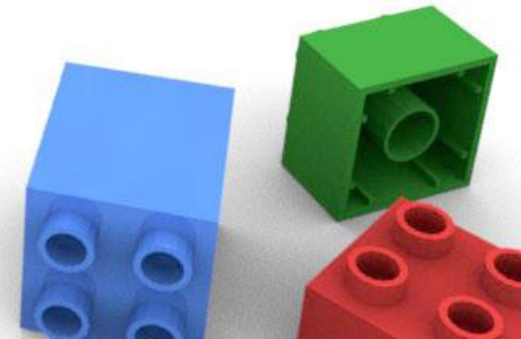
- Annual submission of CSPR data.

LEA Toolkit

<http://center.serve.org/nche/downloads/toolkit/chapters.pdf>



How can this be manageable!



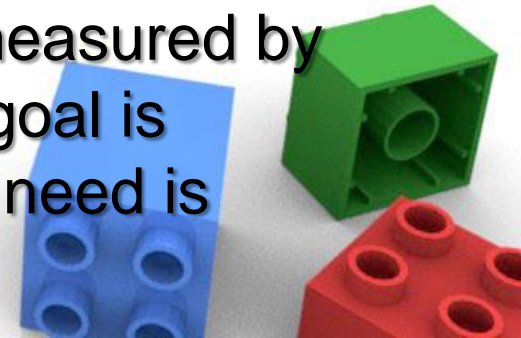
Big Picture Thinking

List of activities

- Every activity is just as important as any other – difficult to distinguish level of importance (long lists are overwhelming)
- Short-term focus
- Success is measured by whether the activity is completed, not whether this is the best activity or if the activity is done well

✓ Programmatic approach

- Targeted and “chunked” activities based on a limited set of goals, derived from needs
- Activities not related to goals are eliminated – ***prioritization – better use of time and resources***
- Long-term perspective
- Success is measured by whether the goal is reached and need is addressed



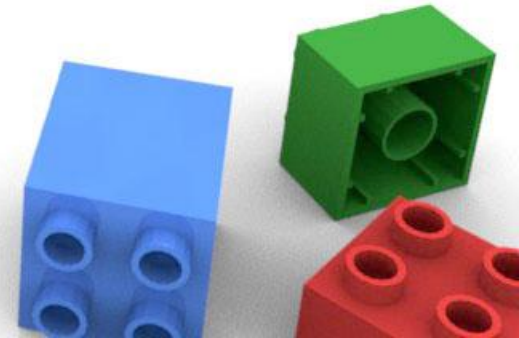
Big Picture Thinking

List of activities

- Are we carrying out the requirements of the law?
- Not conducive to team work (divide and conquer)
- Daily grind, no sense of progress

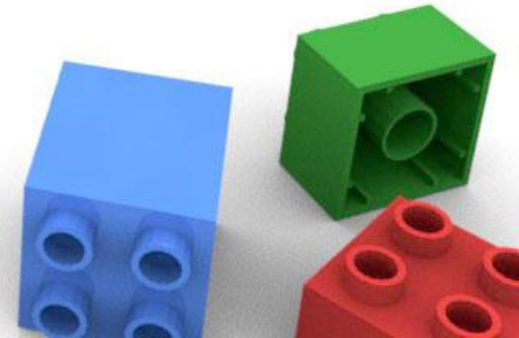
✓ Programmatic approach

- Are we making a difference?
- Creates buy-in and consensus for an integrated approach
- Helps you see progress



Why a programmatic approach?

- Clear links between needs, goals, objectives, activities, outcomes, and resources
- Helps prioritize your work and make the work manageable
- Enables you to plan & be strategic over time
- Provides a rationale and logic for describing your work to others (such as those who can provide resources)
- Enables you to define and show progress



Fundamentals of Program Thinking

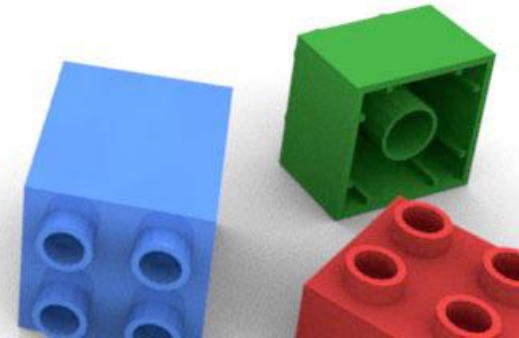
- Using data
- Conducting a needs assessment
- Creating collaboratives
- Setting goals
- Prioritizing activities
- Measuring progress

For districts with and without subgrants!



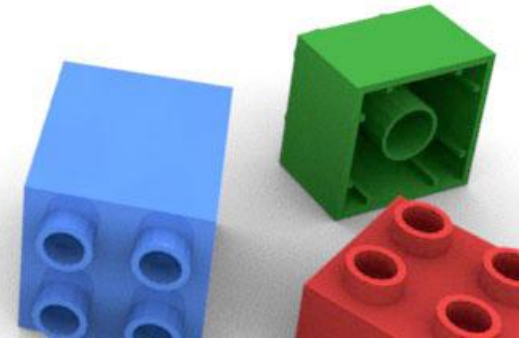
Conducting a Needs Assessment

- Ensures that decisions are based on data
- Creates a cross-program view of the needs of homeless children and youth
- Helps identify gaps between needs and services
- Reinforces collective responsibility
- Creates a foundation for collaboration
- Provides a basis for the Title IA homeless set aside amount



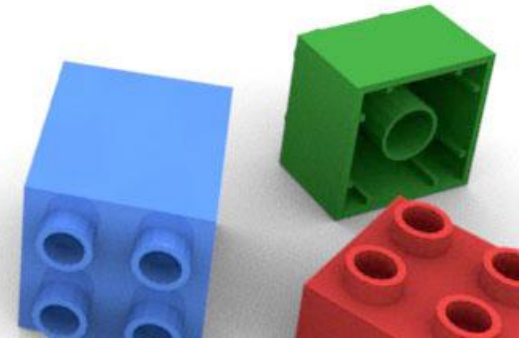
What do you already know?

- Data collected for the CSPR
 - How many students, what grades
 - Where they live
 - How they are performing
- Other school district data – attendance, dropout rate
- Community data, shelter data, Census and poverty data for comparison
- Barrier tracking from TA calls



Digging Deeper

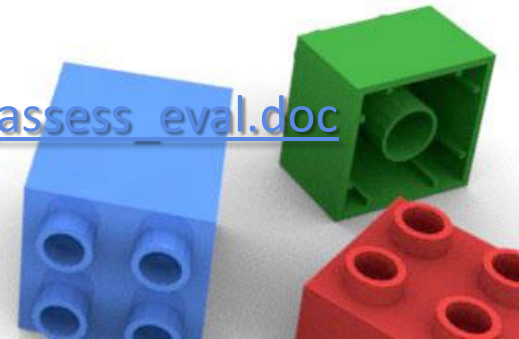
- Develop a targeted set of questions
- Create a needs assessment committee
- Establish a meeting schedule
- Make the case with program administrators for the importance of data-based decision making
- Explore community resources



A Sample Tool

- NCHE's Needs Assessment Worksheet – LEA
- Guiding Questions:
 - Awareness
 - Policies/Procedures
 - Identification/Enrollment/Access
 - Student Success
 - Collaboration
 - Internal
 - External
 - Resources/Capacity

http://center.serve.org/nche/downloads/needs_assess_eval.doc

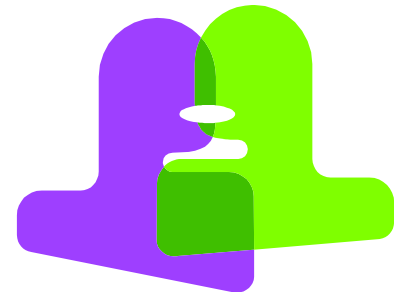


Customize for your needs

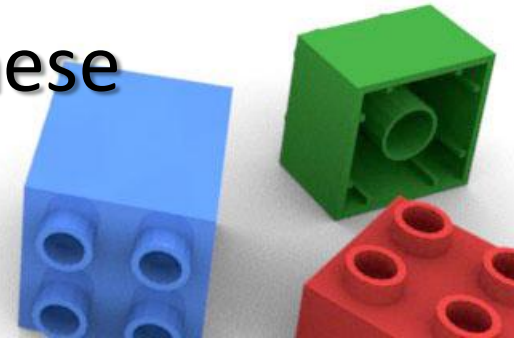
- Choose the questions most suitable for your district
 - Focus on one area for the first year
 - Choose a limited set of questions from several categories
 - Select questions that will fit your resources
- Choose questions that will reveal what you need to know
- Be strategic - collect all the data you need, but only the data you need



Customizing the Tool

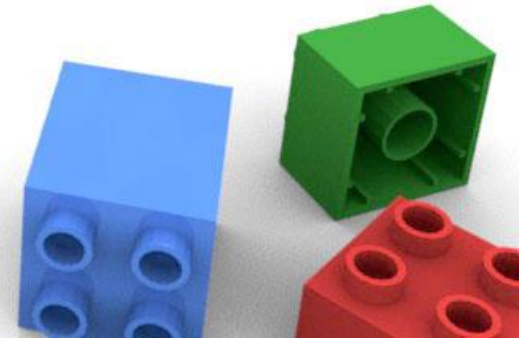


- What would a needs assessment enable you to do that you are not currently doing?
- How could your school district customize this tool?
- What challenges would your school district face in conducting a needs assessment for homeless children and youth?
- What are some ways to address these challenges?



What's Next?

1. Bring people to the table to share the data
 - Identify strengths, gaps, areas to build your program
2. Focus – Establish a limited set of goals, measurable objectives, strategies, activities
3. Prioritize the work
4. Determine who will carry out the plan; clarify roles and responsibilities
5. Decide how you will measure success



Wrapping it Up

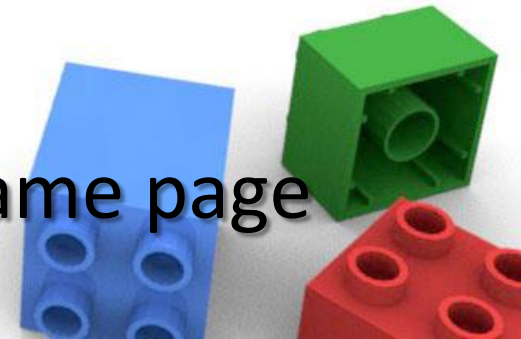
Program thinking can:

- Connect your (your district's) activities with data

Make sure you're doing the right things

Make sure you're doing things right

- Ensure efficient use of resources
- Help you prioritize your activities
- Enable you to determine impact
- Ensure collaborators are on the same page



Contact

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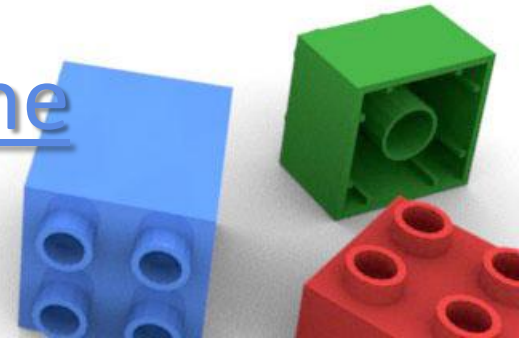
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